CURRICULUM VISION: We will nurture individuality, creativity and academic success through inspirational and challenging teaching, high expectations and aspirational goals. Our students will leave Le Rocquier School equipped with the skills and knowledge necessary to contribute to society in a positive way. Our curriculum will meet the needs and interests of the students, while enforcing the seven learning values through high quality teaching. The students' learning experience should be engaging and memorable.

KEY PRINCIPLES:

* Teachers will promote a love of learning.
* Teachers will demonstrate a variety of strategies to allow students to be able to retain, apply and transfer knowledge and skills.
* To ensure consistency across the school, teachers will use a common language and framework when developing their own teaching style.
* Teachers will give students the tools to take responsibility for their learning and future opportunities.
* Teaching and learning should always take into account students' needs, but not be limited by them.
* Outstanding teaching and learning will influence students to become pro-active, useful citizens in a dynamic, global society.

By following the guidance of these key principles, we expect all students to leave Le Rocquier School with the qualifications they need to access the next level of their education. Most students will gain 9 level 2 qualifications, while some will follow a more bespoke curriculum catering for additional learning needs. With support from highly skilled staff, we expect students to achieve positive value added scores across all subjects, showing they have made expected or higher progress over time.

FEEDBACK



Timely, purposeful, concise and impactful.
Improves quality of work and understanding.
Formative and linked to agreed criteria.
Enables students to reflect on learning.
DIRT (Dedicated Improvement & Reflection Time) is allocated.
Incremental improvements are acknowledged.
Mistakes become a learning tool.

A variety of styles used:

- Teacher/ peer/ self
- Written/ verbal
- Whole class feedback
- Instructional/action-based
- Positive and specific
- Selective marking
- Spot your mistakes

QUESTIONING

Used to challenge misconceptions.
Used to deepen understanding.
Used to inform teaching input and planning.
Used to gain understanding of how well students are learning.
Reinforcing metacognition and memory for students.

A variety of styles used:

- Cold calling or randomised
- Think, pair, share
- Show me boards
- Check for understanding
- Process questions
- No opt out
- Bloom's Taxonomy



STUDENT ASPIRATION



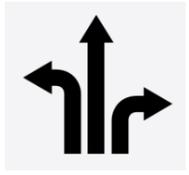
Students motivated to achieve their full potential.
Student voice used to inform teaching and learning.
Positive relationships between staff, students and parents ensure maximum impact of teaching and learning.
Behaviour system used consistently to ensure focus in classroom is on learning.
Student alumni used to engage students.
Displays are aspirational & inspirational.
Parents evenings and reporting help engage parents in aspirational target setting.

7 Learning Values:

- Problem solving & independence
- Leadership & initiative
- Reflection & self-regulation
- Decision Making
- Perseverance & resilience
- Collaboration & enterprise
- Skilfulness & creativity

ADAPTIVE TEACHING

Bespoke Curricula at KS4:
Nurture Pathway
Employability Pathway
Access Pathway
Level 2 full curriculum pathway.



Student passports used in lesson planning.
Student research groups identified and accounted for in planning (JP, SEND, MLL etc).
Provision Mapper used to coordinate interventions.
Small group intervention through The Wave.
Staff use a variety of teaching strategies, activities and learning models to ensure student engagement.
All students feel challenged in their work.

CURRICULUM PLANNING & MONITORING

Data used:
Internally to measure subject progress against CAT MEG.
Externally to inform parents: aspirational MEG set by class teachers.
Analysed through 4Matrix, ALPS and SIMS.

Subject Planning:
KS3 curriculum prepares students for KS4.
Interleaving and spaced learning factored in to planning to ensure spiral curriculum is embedded effectively.
Challenge tasks built into planning.
Oracy, literacy, numeracy and SMSC are planned into curriculum.



STAFF DEVELOPMENT

COACHING & MENTORING:
All staff involved in coaching programme across three-year cycle.

HOMEWORK WORKING PARTY:
Reviews school homework policy. All stakeholders involved.

PRA SYSTEM:



Specific targets in line with leadership principles.
Targets support faculty improvement plan.

CPD:
Staff keep up-to-date with most recent pedagogical developments.
CPD is embedded through faculty meeting time.

INDUCTION:
New staff have clear, personalised induction programme.

GOVERNANCE AND CONSISTENCY:
Internal policies: Home-School Agreement; the Teaching and Learning Policy; the Whole School Monitoring Policy; the SEND Policy and the Assessment, Recording and Reporting Policy.
External policies: Teacher Standards; Government of Jersey Values and Behaviours, Keeping Children Safe In Education and CYPES policies and procedures.
Subject/ Faculty monitoring: exam review meetings; faculty/ department/ rapid improvement plans; FL meeting minutes; termly FL monitoring documents; half-termly faculty lesson visits and work scrutiny.
Whole school monitoring: Governors, Self-Evaluation Framework, School Improvement Plan, Senior Advisor from CYPES, external advisors and the School Review Framework.